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ABSTRACT

A path from adolescence into adulthood is mapped from the accounts of college students. The evolution in students' interpretation of their lives is seen and understood through changes in the "forms" in which they conceptualize the issues they face. These forms characterize the underlying structures that students explicitly or implicitly impute to the world, especially those structures in which they construe the nature and origins of knowledge, of value, and of responsibility. Their journey and their unfolding views of the world are illustrated in their own words. This work is reissued in its entirety with additions reflecting elaborations on the model over the past thirty years and application of the findings to a broader population of students. The original four-year study is reported, including the development of the project, sample, interviewing process, ratings, analysis, limits, and significance of the study. The phenomenology of the students' experience is discussed. The model, a nine-position developmental scheme through which students move as they mature from "Basic Duality" toward "Commitment," is presented. Alternatives to growth are also discussed. In a final critique the psychological and philosophical setting of the study, its educational implications, and contributions are discussed. (EMK)

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